



AUSTRALIAN SCHOOL OF BUSINESS™

THE UNIVERSITY OF NEW SOUTH WALES

**THE AUSTRALIAN SCHOOL OF BUSINESS
FACULTY SPECIFIC GUIDELINES TO ACADEMIC PROMOTION
January 1, 2014**

PREAMBLE

These criteria apply to academic staff working in the Australian School of Business (ASB) who are applying for promotion. These criteria recognise that the nature of academic work in a Business School is distinct from that of other faculties – while research and teaching are immensely important there is a growing need for academic staff to engage with business, government and the wider community.

This document sets out the requirements of the nine page promotion case, making explicit the elements of academic work to be considered in making promotion applications. Applicants are encouraged to review the ASB Academic Promotion Toolkit for further detail on how to present a promotion case and possible sources of evidence.

Outside of the nine page promotion case, the existing [UNSW Academic Promotion Policy and Procedures](#) apply. These are available at: <http://www.hr.unsw.edu.au/employee/acad/acadprom.html#AcademicPromotionPolicy&Procedures> 2014 and should be consulted in the preparation of a promotion application.

In line with the University's performance criteria, the ASB adopts the same standards across three promotion tracks at each academic rank. For more information see: <http://www.hr.unsw.edu.au/employee/acad/acadprom.html#AcademicPromotionToolkit>

Academic staff recruited on fixed-term tenure track contracts are encouraged to discuss the application of these promotion protocols alongside the ASB Tenure Review Policy with the relevant Head of School (HoS).

1.0 RESEARCH

1.1. *Introductory Statement of the Context of the Research Program*

Provide a brief summary of the area of expertise and research focus.

1.2. *Research Program and Future Direction*

Include a statement that provides evidence of having conducted a program of research that is original in concept and has made a significant contribution to the discipline. Principal findings, discoveries or contributions may be outlined. This statement should include details of a future research pipeline.

1.3. *Research Publications*

Drawing on [form B section 1](#)

<http://www.hr.unsw.edu.au/employee/acad/acadprom.html#AcademicPromotionFormsandTemplates>) which outlines publications, a case should be made of research standing against academics at the promotion level applied for¹. Use publication categories A1, B1, C1 and E1 as these are the only publications considered for inclusion in the Higher Education Research Data Collection (HERDC).

1.4. *Grant Income*

Drawing on [form B section 1](#)

<http://www.hr.unsw.edu.au/employee/acad/acadprom.html#AcademicPromotionFormsandTemplates>) which outlines research income, a case should be made of research standing against academics at the promotion level applied for². Use Grant Income Categories 1, 2 and 3 as these are the only ones considered for inclusion in the HERDC. ARC Linkage Grants and Category 3 grant income may be used here or classified as research engagement or engagement with the external community (cross-reference sections 1.7 and 3.3).

1.5. *Other Recognition and Indicators of Esteem*

Provide additional evidence of research quality and/or research capacity such as peer review, awards for research, citation analysis, etc.

1.6. *Research Supervision*

Outline the approach taken and evidence of performance in research supervision activities. Research supervision may be included here or classified as teaching (cross-reference section 2.2).

1.7. *Research Engagement*

This section requires evidence of the impact of a candidate's research on business, government and the wider community. Outline contributions and impact rather than provide a list of activities.

¹ Top three Schools in Go8. Informed by the HoS.

² Top three Schools in Go8. Informed by the HoS.

1.8 Leadership in Research

This section requires evidence of building the research capability of the institution, profession, other staff or self-leadership of a research program.

2.0 TEACHING

2.1 Teaching Rationale

Briefly outline the rationale or teaching philosophy adopted.

2.2 Teaching Practice

Drawing on [form B section 2](#)

<http://www.hr.unsw.edu.au/employee/acad/acadprom.html#AcademicPromotionFormsandTemplates>) which summarises courses taught, outline the teaching strategies employed for each course taught, the forms of assessment adopted, any involvement in and impact on course and program design, demonstration of how the courses and programs taught link student learning outcomes to teaching activities, assessment and graduate attributes.

2.3 Effectiveness of Teaching

Provide an overview of the approach taken to ensure the teaching approach adopted is effective in student learning and the student experience. Provide a brief analysis of various forms of evidence collected to evaluate and assess the impact or effectiveness of teaching or other contributions to learning and teaching. Teaching effectiveness is best demonstrated by drawing on multiple sources of feedback.

2.4 Development of Teaching

Summarise activities taken to improve teaching quality and evidence of positive change.

2.5 Scholarship of Learning and Teaching

Scholarship of learning and teaching includes scholarly reflection on teaching (not teachers). Outputs would be public, susceptible to critical review and evaluation and accessible for exchange and use by other members of one's scholarly community. Examples may include publication of text books, articles in education journals, competitive learning and teaching grants, etc.

Depending on the promotion track followed, the contribution to the scholarship of learning and teaching may be located in this section or in the research case (cross reference section 1.3).

2.6 Teaching Innovation

Outline innovations (including the use of technologies) that support and enhance the student learning experience. Innovation includes doing something different rather than engaging in activities that are expected of an academic such as updating PowerPoint slides.

2.7 Teaching Engagement

Provide evidence of engagement with business, government and the wider community in teaching and the impact of these activities on the student learning experience. Candidates are encouraged to outline contributions and their impact rather than provide a list of activities.

2.8 Teaching Leadership

Teaching leadership is regarded as essential to cultivate collaborative teaching practices that increase student achievement, improve decision making, reduce duplication across the extensive range of ASB programs and create an environment where staff learn from each other. In the ASB, leadership in teaching is not limited to those appointed to senior academic or management roles but expected at all academic levels.

Note that demonstrating leadership goes beyond just describing participation in activities (e.g. membership of a program review committee) to showing evidence for effectiveness in terms of achievement and impact (e.g. influencing peers' educational practice and/or policy in accordance with UNSW and Faculty strategic goals).

3.0 ENGAGEMENT

Engagement within the ASB and UNSW, the profession or the discipline as well as engagement with business, government and the wider community is an integral part of an academic career at UNSW.

Cross-referencing from sections 1.0 and 2.0 may be made in this section *but duplication of evidence should be avoided*. Contributions and impact should be outlined rather than a list of activities.

3.1. Internal Engagement

Outline contributions to the ASB and UNSW community.

3.2. Engagement with the Academic Discipline

Outline contributions to the profession / discipline through engagement in the governance of academic bodies; editing, refereeing, evaluation of research or other activities.

3.3. Engagement with the External Community

Outline engagement with the external community through building two-way engagement with business, government and the wider community.